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638th BROADCAST
Town Meeting



BULLETIN OF AMERICA'S TOWN MEETING OF THE AIR

Broadcast by Stations of the American Broadcasting Co.



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Are We Expecting Too Much of Our Schools?

Moderator, GEORGE V. DENNY, Jr.

Speakers

NORMAN COUSINS

MRS. DOUGLAS HORTON

(See also page 13)

COMING

November 28, 1950

**Who Should Be Responsible for
Education on Television?**

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THE BROADCAST OF NOVEMBER 28:

"Who Should Be Responsible for Education on Television?"



The Broadcast of November 14, 1950, from 9:00 to 9:30 p.m., EST, over the American Broadcasting Company Network, originated in Cincinnati, Ohio, in connection with the Fifth National Assembly of the United Council of Church Women.

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Town Meeting

BULLETIN OF AMERICA'S TOWN MEETING OF THE AIR

GEORGE V. DENNY, JR., MODERATOR



NOVEMBER 14, 1950

VOL. 16, No. 29

Are We Expecting Too Much of Our Schools?

Announcer:

Tonight, your Town Meeting is the guest of the United Council of Church Women, which is holding its Fifth National Assembly in Cincinnati this week. The Council is the largest organization of Protestant church women in America with members from over 70 Protestant denominations. The United Council was established in 1941 to enable church women to coördinate their efforts and work together in a common cause.

At the end of this month, in a further step toward unity, the United Council will become the General Department of United Church Women of the National Council of Churches of Christ in the United States of America. Town Hall is happy to present its 638th broadcast in coöperation with this distinguished and influential group of church women.

Now, to preside over our discussion, here is your moderator, the president of Town Hall and founder of America's Town Meeting of the Air, Mr. George V. Denny, Jr. Mr. Denny. (*Applause*)

Moderator Denny:

Good evening, neighbors. In the current issue of the *New Yorker* magazine, there's a cartoon showing a small boy in long pants standing before his evidently not-too-brilliant father, who is puzzling over the boy's report card. The boy is inquiring, "What do you think the trouble with me is, Dad, heredity or environment?"

When we were on our world tour last year, one of our party used to remind us constantly, as we considered the vast world

problems before us, that we should cut our problems down to size in order to understand them. Tonight, as we consider the question, "Are We Expecting Too Much of Our Schools?" let's keep in mind this young boy, or a similar girl, or perhaps our own children, for they are the ones for whom our schools exist.

Here before this very fine audience of United Council of Church Women, we have invited Mrs. Douglas Horton, former president of Wellesley College, and Mr. Norman Cousins, editor of the *Saturday Review of Literature*, to advise with us.

Mrs. Horton and Mr. Cousins, just what should we expect our schools to do to help prepare our children for the responsibilities of adult life in the second half of the twentieth century? You'll note I said to *help* prepare, for we cannot overlook, in this process, the responsibilities of parents, of our churches, and of our various community institutions.

Should our schools go beyond training children in basic skills, or should schools attempt to teach how to think, how to discriminate, how to evaluate? And how should this process be taught? Should our schools be concerned with religion and morals?

We'll hear first from Mrs. Douglas Horton, who many of you know as the former president of Wellesley College, a post which she held from June, 1936, to June of last year. Others will remember her as Lieutenant-Commander and Director of the WAVES during the war. She has held many important positions in public life, but it is especially appropriate here tonight to introduce her as the Vice President of the Federal Council of Churches of Christ of America. We welcome Mrs. Douglas Horton to Town Meeting. (*Applause*)

Mrs. Horton:

Mr. Denny and friends of the Town Meeting, a certain distinguished magazine entitled the *Saturday Review of Literature* once printed a verse by Carolyn Ellis, which read,

I'd like to ask of Science,
"Why, O Science, is it so?
Morons sound like mental giants
When they answer yes and no."

I wish I could sound like that mental giant tonight, for it hurts me to give a categoric answer to this debatable question. Yes, we ask too much of our schools; but no, we don't get all we want. I think, though, that that is because we ask too much, for no one institution can do all that we expect

of our modern schools. They are no longer expected to concentrate on any special area of a child's experience, supplementing the home and the church.

The modern slogan, "Let the school do it," has encouraged too many communities to dump on the school doorstep every foundling ambition for youth in a confused society. "Let the school be responsible," they say, "for health—physical, mental, emotional; for safety; how to drive an automobile; how to escape an atom bomb; for patriotism; the nature of democracy, but carefully divorced, of course, for Mrs. McCollum, from religion; for artistic appreciation, musical skill, teamwork, good manners, civic pride—everything that nice boys and girls should know.

My argument is not that the schools do more than is needed, but that we expect them to carry too much of a load. We've inclined in recent years to talk as though the family and the church are really unimportant in the child's experience, crediting neither with very much ability, things to be tolerated, but not really trusted. And we have been talking as though the destiny of the entire Nation, indeed, the entire world, depended exclusively on schools.

School teachers—and don't I know—know how hopeless that really is. Expecting schools to be all things to all men has minimized the time available for doing the things that schools are theoretically better able to do than the other institutions. As it is, intellectual discipline has become almost an accident in the life of the ordinary boy and girl. Where is the young American going to learn to read, to write, to reason logically, if he doesn't learn it in school? Where will he study geography of this enlarging world? world history?

Our forefathers knew that you can't have a sound, democratic government without an educated electorate, and I think they meant, by that, people who know how to use their minds. A free society needs people who are really literate, people who are unafraid of new ideas, who are familiar with tried and true ones, able to evaluate information. This kind of skill requires drill, discipline, practice. The school now absorbs so much of a child's time and attention that anything omitted by the school comes to seem unimportant.

I'm particularly interested in this in connection with religious education. We have reached the ridiculous position of acting as though our schools should prepare children for LIFE, in capital letters, but the Supreme Court has made it

clear that the school itself cannot venture to stress religion as an important fact of life. This often relegates the Church, even in a released-time program, to a position of insignificance in the minds of American children, accustomed to emphasis in the secular school on everything but religion. The child and the community need the Church, and it is inadequate education which overlooks that fact.

Acceptance of more responsibility for education by the family, the Church, the other agencies of the community might help to bridge the gap between generations. Too much use of the school as the exclusive agency for education has helped to make children feel awfully self-important. It alienates the child from the other institutions in which he shares his place with other generations and learns to fit into a society not established solely for his benefit.

Schools need more money, more teachers, more equipment, more public support. If we, the people, would give them more of what they need, and then increase the value of the support by cutting down the demands we make on them, we could have hope of having well-educated Americans in the years ahead. We might even be able to appeal to voters' minds, instead of their prejudices, and that sounds good to a New Yorker a week after election day. (*Applause*)

Moderator Denny:

Thank you very much, Mrs. Horton. Now, Mr. Norman Cousins has something to say on the other side. Mr. Cousins, who has written and lectured widely on the subject, is Chairman of the Governor of Connecticut's Fact-Finding Committee on Education, on which 38,000 people have been working to decide the needs and objectives of education in the State of Connecticut. He's the Vice President of the United World Federalists and the well-known editor of the *Saturday Review of Literature*. Norman Cousins. (*Applause*)

Mr. Cousins:

Mrs. Horton, I'm afraid I don't agree. I think the schools have to do much more than they are doing. I think parents ought to do much more than they are doing. I think we all have to do much more than we are doing.

I'm not arguing that the schools must become the dumping ground for all the work left undone by parents, or by the Church, or by the community. My argument is that the school's *own* job is much bigger than it ever has been before.

That job is to educate the little boy in Mr. Denny's story to take his place in today's world—not the world of 1750, or 1850, or 1900, or even 1925. I'm talking about today's world, a world which has ticked off perhaps 500 years of progress and change in the span of just a single generation.

The biggest change of all, perhaps, is in America's relations to the rest of the world. The American citizen today is called upon to carry his weight—I said *carry*, not *throw*—to carry his weight in terms of world responsibility. We have been forced by destiny into the role of world warriors, but we will fail as world warriors unless we can also become world citizens. *Chicago Tribune*, please note.

And yet, let us ask ourselves how much we really know about the rest of the world. How much do we really understand the history and problems of other people?

Next, let us consider the job of the schools in keeping up with the rapidly expanding stockpile of knowledge. I'm afraid that some of our colleges and universities, faced with this problem, have taken the easy way out by going in for what you might call Ph.D. Illiteracy. We are in danger, I'm afraid, of producing a generation of compartmentalized specialists who know almost everything about their own subject, and almost nothing about anything else.

I'm sure Mrs. Horton would agree that the true function of education is not to limit the individual to complete mastery of a few equations, but to make him a rounded man and a responsible citizen. The job of education is to prepare the young person for life and to give him an appreciation of the things that make life worth living, to enable him to deal with the many problems and joys outside his own professional tunnel, to enable him to get along with his fellow human beings, wherever they are.

I know this sounds like a big order, but I've hardly begun. For example, I don't think the schools can detour their portion of the responsibility for education in ethics. Knowledge without ethics is dangerous and explosive. I refer you to the history of the past 30 years. The question of ethics is involved in almost everything we do, and education is not complete if it sidesteps ethics.

Nor do I think the school can duck its portion of the responsibility—I said *portion* and not total responsibility—its responsibility for producing an emotionally balanced and adjusted individual. I'm sure none of us will doubt the need.

The future historian may refer to our time as the age of the couch-dweller, referring, of course, to the psychoanalyst's day bed. Now, I'm not arguing against psychoanalysis. I merely deplore the fact that so many people are in need of it.

I also believe that we have to educate for increased life expectancy. Many of the ailments of old age are now being traced to a hunger in the individual for something to do, for continuing usefulness in life; and that's a big part of education's job—to develop the individual's resources so that he has something to draw upon when he needs it.

I suspect Mrs. Horton agrees with a good part of what I've just said, but she wants to know, properly so, how we're going to get it all in. Now, I'm not trying to tell educators how to run their business, but I'm sure that once there is general agreement among schools and parents and the community that we're *all* called upon to raise our sights—all of us—once we do that, I think we'll be in a good position to make the necessary changes and additions. During the war, we were surprised to discover just how much we could get in if we really had to.

In going over the reports turned in by Connecticut communities in the state-wide survey which Mr. Denny referred to, I was deeply impressed by two things: first, the realization that the basic tools of learning now go far beyond the three r's; second, the realization that education—good education—is not confined to the classroom, but is the sum total of all the influences in a child's life. I believe, Mr. Denny, that the time has come not to ask, are we expecting too much, but are we expecting enough? (*Applause*)

Moderator Denny:

Thank you, Mr. Cousins and Mrs. Horton. I think that we have enough information here now to debate for a couple of hours, and I hope the people across the country will. Won't you step up now, Mrs. Horton, and ask any questions you have of Mr. Cousins before we take the questions from the audience?

Mrs. Horton: I think the point of issue between us is not the objective of education, but the extent to which the school is the agent for that education. I'd like to ask Mr. Cousins if he would draw any line of demarcation between what is uniquely the function of the school and that of the family, the Church, all the other institutions.

Mr. Cousins: I'm glad you used the word *uniquely*, Mrs.

Horton, because I would agree with that. I believe, however, that it's too easy for the school to say, "This isn't our job; let the parents do it," and too easy for the parents to say, "This isn't our job; let the school do it." I think the time has come for all of us to realize, as I said a moment ago, that we've got a much, much bigger job than we have ever realized in education.

Mr. Denny: Norman, excuse me. I hate to do this, but the listening audience compels me to request you to answer her question directly, if you feel for it.

Mr. Cousins: Well, I said when the word *uniquely* was used, that eliminated all argument. I agree that there are some things that are uniquely the function of the schools, and some things that are uniquely the function of the parents. Well, I've got four daughters, George, and . . .

Mr. Denny: You're running Eddie Cantor a close second.

Mr. Cousins: Well, that remains to be seen. I doubt that I would want the school to interfere with the things that I do with my children on Saturdays and Sundays, when I talk with them and play with them. I think there is a relationship which uniquely belongs to parent and child. On the other hand, I would be very embarrassed, for example, if my girls would expect me to solve all their mathematics problems.

Mr. Denny: All right, what do you say about that, Mrs. Horton?

Mrs. Horton: I think my feeling about it is that because a school is dealing with the whole child, and because I agree so fundamentally that education is a unified experience for a child, I would be sorry to see any area of a child's life cut off and excluded from the school, where it must not mention or deal with any phase of it. But I do think that the distribution of responsibility, so that the school can be held responsible by parents for a rather limited area—I would go so far as to say reading, writing, arithmetic, geography, history, which marks me as a quaint, old-fashioned school teacher—I'd like to have the school responsible for those things and have it understood that that area is absolutely its responsibility, so that parents can really hold them to it. But when you put in everything else, it seems to me that the teacher has a right to say, "I can't teach Johnny how to clean his teeth and wash his hands, and do all his manners for him, and at the same time be concerned as much as I need to be about his mind."

Mr. Denny: Let's get a real controversial question, though, and have a comment from each one of you. What are you going to do about what is generally referred to as sex education, or education for family life—one of the first responsibilities that a youngster meets as he grows into life from adolescence—which is still a part of the school? Whose responsibility is that, Mr. Cousins?

Mr. Cousins: Whew. (*Laughter*) George, I don't know anything about sex. I've been reading some books. As I said, I've got four girls. You weren't listening very closely before.

But, seriously, George, I've spoken to many people about this question. It's come up many times in the course of the school survey in Connecticut. But the interesting thing is this, that even among those who want sex education, there's no general agreement about what they want. Besides, there seem to be some religious questions involved, and I think that until such time as you can get a greater agreement, or greater portion of agreement among the American people themselves as to just what is to be taught and how, I think we may have to bide our time. I don't know about that. I'd like to get Mrs. Horton's opinion.

Mrs. Horton: I think this is a good illustration of what I had in mind in saying that to say to a school teacher who is dealing with a young, impressionable child, "Now look, if the child gets curious about anything related to sex, you must say, 'Tut, tut, dearie, I musn't talk about this,' " is to departmentalize that child. My personal opinion is that in view of the different ages at which children develop, and at which their interest in the matter of sex relations develops, that the family is much more apt to be there, when the child is really curious about sex, than the school teacher who says that at such and such a time on such and such a morning we will now be interested in sex. (*Laughter and applause*)

Mr. Cousins: Mrs. Horton, wouldn't you agree, however that biology is important?

Mrs. Horton: I certainly would, and therefore, as a fact of the world in which we live, I should certainly not taboo it in the schoolroom.

Mr. Cousins: And would you agree that biology, perhaps should be taught in the elementary schools?

Mrs. Horton: I should think so.

Mr. Cousins: I guess we're in agreement on that.

Mr. Denny: You're trying too hard to get agreement, Mr

Cousins. Now while we get ready for our question period, here is a message for our Town Hall listeners.

Announcer: Last spring, May 30, to be exact, Town Meeting celebrated its 15th year on the air. At that time, it published a beautifully illustrated 80-page book entitled *Good Evening, Neighbors*. *Good Evening, Neighbors* tells the whole dramatic story of America's Town Meeting from the beginning. It tells in detail how a Town Meeting is put together, how it reaches its great nation-wide audience through the largest network for any program of this kind in America. It tells and contains pictures about other Town Meetings in this country and abroad, about Junior Town Meetings similar to the one here in Cincinnati. It contains the fascinating story of Town Meeting's round-the-world tour, complete with pictures of each country visited. There are significant articles by leaders in the field of education, business, labor, and the arts, particularly one by Norman Cousins. If you haven't ordered your copy, why not do so tonight? Enclose \$1 for a copy of *Good Evening, Neighbors* and send your request to Town Hall, New York 18, New York.

Now, for our question period, here is your moderator, Mr. Denny.

QUESTIONS, PLEASE!

Mr. Denny: We start with a question from the lady over on the left.

Lady: I have a question for Mrs. Horton. Shouldn't our public schools attempt to teach children a Number One adult responsibility, how to be successful parents?

Mrs. Horton: I really wonder seriously whether a child in the elementary school, or in high school, is really awfully excited about being a parent. Most children that I know would rather not be parents, in view of their own experience with them. (*Laughter*) In fair answer to your question, I really would think it more promising for our schools to train children to know that when they take on any new job—parent, or secretary, or whatever—they need to learn how to do it, so that when they get to be parents they will look for the information that they need to be good ones. (*Applause*)

Mr. Denny: All right, thank you. That's a word on behalf of adult education.

Lady: I have a question directed to Mr. Cousins. Don't you think religion can best be taught by teachers through their attitudes toward students, directing their attitudes toward every phase of life?

Mr. Cousins: I'm not sure that I get that question. Do you mean that since ethics is a part of religion, the ethical teacher can best reflect good religion by being a good teacher or by practicing the good life? Is that what you have in mind? Yes, I would agree.

Lady: Mrs. Horton, how can our teachers, in teaching the three r's, help but teach honesty, truthfulness, consideration, thoughtfulness, etc., all essentials in character and spiritual building?

Mrs. Horton: I don't know, and I think it's a wonderful fact that if they stick to the three r's they'll get those things in. I think they're more apt to do it by teaching the three r's than by aiming to teach honesty in the abstract. (*Applause*)

Lady: I have a question for Norman Cousins. The Town Meeting of the Air is dedicated to the advancement of a honest and informed public opinion. Can young people achieve that honest informed opinion unless the schools have an enlarged program which takes in the newspapers, the radio, and television as supplementary aids in their curriculum?

Mr. Cousins: Do you mean should the schools make use of newspapers, television, radio?

Lady: Yes. In the swift-moving world, the question arises whether textbooks today are enough, and whether these supplementary aids aren't necessary.

Mr. Cousins: Of course. I'm beginning to suspect, however, that, taking into account the number of hours spent each day in front of a television set by the average school child, he probably has enough to begin with. But I would certainly agree with you that it is important to know how to read a newspaper, how to listen to the radio, and what to watch on television. And there we get into the question of good taste and judgment, which is certainly a vital part of education.

Lady: I'd like to address this to Mrs. Horton. How can school teachers and parents who are not Christians impart to children that which they do not possess?

Mrs. Horton: I don't think that they can. And therefore I think that the Church has an enormous responsibility for

THE SPEAKERS' COLUMN

NORMAN COUSINS — Mr. Cousins was born in 1912 in Union, New Jersey. After his graduation from Teachers College, Columbia University, he became an editorial writer for the *New York Post*. One year later, he joined the staff of *Current History*. For five years, he served this magazine as literary editor and managing editor. In 1940, he became executive editor of the *Saturday Review of Literature*, and since June, 1942, has been its editor. In addition to his magazine writing, Mr. Cousins is the author of several books, including *Modern Man Is Obsolete*, *The Good Inheritance*, and *The Democratic Chance*.

At present, Mr. Cousins is vice president of the United World Federalists, Inc.; and chairman of the Governor's Fact-Finding Commission on Education in Connecticut.

MILDRED McAFEE HORTON — Mrs. Douglas Horton is vice president of the Federal Council of Churches of Christ in America. She is former president of Wellesley College and was the first director of the WAVES, holding the rank of lieutenant commander in the U.S.N.R. from 1942 to 1943 and the rank of captain until 1946.

A graduate of Vassar College (1920), she taught in various schools in the Chicago area for three years then spent the next ten years teaching at various colleges and studying during the summers at Columbia and Chicago universities. In 1934 she was appointed dean of women at Oberlin College and two years later became president of Wellesley College, which office she held until 1949.

training parents and teachers so that they will convey Christian principles and ideals.

Lady: A question for Mr. Cousins. Can we expect the schools to take the place of parents' shortcomings in the basic religious training of children for their place in the world?

Mr. Cousins: Do you mean by that, do I believe that the schools should teach religion? What religion do you want the schools to teach?

Lady: Such religion as would lead them to honesty and faithfulness and loyalty without being denominational or sectarian.

Mr. Cousins: Yes, I certainly agree that ethics is a vital part of education. Whether religion per se is, is another question I'd be glad to take up if anyone asks about it.

Lady: A question for Mrs. Horton. Why not allow the teachers to exercise a little discipline?

Mrs. Horton: That's just what I'm advocating. I wish they would exercise more discipline.

Mr. Denny: Well, unfortunately, I've got to exercise some discipline here now and bring this program to a close and thank Norman Cousins, Mrs. Douglas Horton, and our wonderful host-organization, the United Council of Church Women, and Station WSAI of Cincinnati.

Announcer: Now, what's your opinion on this question? Are we expecting too much of our schools? Do you agree with Mr. Cousins or Mrs. Horton? Our TOWN MEETING BULLETIN now contains an exciting new section of representative opinions of Town Meeting listeners on Town Meeting topics. This week's BULLETIN will contain listeners' comments on last week's discussion. Next week's BULLETIN will contain your comments on tonight's discussion. Address your comments to the editor of the TOWN MEETING BULLETIN. If you'd like to have the TOWN MEETING BULLETIN come to you regularly for a full year, include \$4.50, or if you prefer a trial subscription of the next 11 issues, enclose \$1. Copies of tonight's discussion, only, including questions and answers are available for 10 cents. The address again is Town Hall, New York 18, New York. Please allow two weeks for delivery, and please enclose coin, not stamps. The address again is Town Hall, New York 18, New York.

TOWN MEETING REVIEW

"The Listener Talks Back"

Each week we print as many significant comments as space allows. You are invited to send in your opinions, pro and con. The letters should be mailed to Department A, Town Hall, New York 18, N. Y., not later than Thursday following the program. It is understood that we may publish any letters or comments received.

The first two letters which are here reprinted in whole or in part are a few of the total number received up to noon of November 13, dealing with the Town Meeting of November 7: "What Should the Small Investor Do About Government Bonds and the Stock Market?" Speakers: Sylvia Porter and Leslie Gould.

Since so many comments on the October 31 Town Meeting arrived too late to be included in last week's *Bulletin*, some excerpts are reprinted below. Subject: "Is Youth Forgetting Religion?" Speakers: Dr. Paul Weaver and Reverend James Harry Price.

STOCKS VERSUS BONDS

"After listening to Mr. Gould's analysis of the United States Savings Bonds and the dollar, I, a layman . . . am amazed. If the United States Government's obligations are not solvent, then what good . . . (is it to) invest in stocks?" — S. SILVERBERG, Chicago, Ill.

"I can't agree with (Miss Porter). The sale of Government bonds hurts private enterprise and puts the Government in competition with private business and financing, besides increasing taxes, encouraging Government spending, increasing public debt, and enlarging the Government payroll." — BARON A. V. VAN FRANCKENEN, Silver Star, Mont.

THE FAULT OF THE CHURCH . . .

"The church has an important place in the life of the average community. No one would care to live in a community that has no churches. The church stands for the best of everything in any community. . . . Man is, by nature, a religious being. Destroy every church in America overnight, and they will soon be rebuilt. However, the average man has grown

away from the taboos, the superstitions, and the fears that were his father's. The church must have men in its pulpit who are as well educated and as well qualified as those in its congregation. When people work all week, they expect to be inspired when they go to church. If the church can't hold its congregation, it is the fault of the church, not the congregation. It is up to the church whether it shall survive.

"These things, in my opinion, are going through the minds of the young people today." — H. S. ROBERTS, Kansas City, Kans.

. . . OR OF THE HOME?

"The Bible says train up a child in the way he should go and when he is old he will not depart from it. Example in the home has much to do with the right and wrong thinking of our youth. Parents today try to send their children to church, but do not go themselves. . . . With spiritual guidance, patience, and love, we can and are winning more youth each day to the better way of life. We cannot lose faith in our young people. If we do, the future is lost. I am on the side of youth, but say the fault is mostly with the home." — MRS. T. E. A. FULLER, Plainville, Mass.

KINDNESS IS EASY

"I thought Father Price's talk was wonderful — I didn't believe that such sentiments were ever expressed by anyone outside the Catholic Church, of which I am a member. His opponent's idea of religion would never help me in times of temptation — it is relatively easy to be kind and unselfish." — ELIZABETH M. DONNELLY, North Arlington, Mass.

ADRIFT

"As long as we in one breath confirm the principles of life laid down in the Bible, and in the next breath lose faith in the veracity of the Bible, we will not find the Bible influencing or interesting our youth. . . . Lack of faith in the Bible has set us adrift. We must get back to God. We as adults must set the pace." — JOAN VANDER KODDE, Chicago, Ill.

HOUSE CLEANING URGED

"I was amazed and indignant that a clergyman should say that the youth today are losing their religion. Youth has not failed the church, but the church has failed youth. . . . If the churches would

be of service to youth, many of them should have a thorough house cleaning; get rid of the dogma, theology, rituals, isms, and mumbo jumbo, and be of service to the minds of youth." — MYRTLE ISBELL ASHE, Agawam, Mass.

PRO AND CON

"The presentations and arguments . . . were given with clarity and understanding of the manifold problems involved. I was greatly impressed with it and wanted you to know how much one of your listeners appreciated it." — REYNOLD WALLACE F. STATTLER, Philadelphia, Pa.

"It seemed to me that the discussion was prejudiced and loaded. . . . Why could you not have invited an atheist? . . . Youth is fed up on the Christian mythology and its hypocrisy, which have no place in an atomic age." — JAS. CRAIGIE, Bryan, Tex.

"I am four score years old and have never in my life listened to a discussion of more interest to the general public (which brought out the facts more openly)." — G. M. STEWART, Wilmington, Ill.

A QUESTION OF FACT

During our program of October 17, 1950, on the question, "How Should We Combat Russian Propaganda and Distortion Abroad?" Senator Owen Brewster of Maine stated:

"You may remember it wasn't long ago, only a couple of years ago, when they (the Voice of America) bought 50 copies of the *Memoirs of Hecate County*, which is one of the most vulgar books ever published in America, and distributed that in Europe as typical of American culture. That has been corrected."

We are in receipt of a letter from Assistant Secretary of State Edward W. Barrett, as follows:

"I know that you would like to have the true facts regarding this book (*Memoirs of Hecate County*). At the time of the publication of the book, on the basis of the reviews, it was originally listed for purchase, but upon examination it was found unfit for distribution and the order was canceled. It is a matter of public record (pages 410 and 411 of the Hearings of the Subcommittee on Appropriations, House of Representatives, 80th Congress, First Session, on the Department of State Appropriation Bill for 1948) that not a cent of Government money has been spent on that book, and this Department has not sent any copies to any of its libraries."